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I. INTRODUCTION

The School of Social Welfare is one of ten colleges and schools within the University at Albany, State University of New York. It was established in 1963 and the MSW Program was first accredited in 1969. The following degree-granting programs are currently offered: A two-year Master of Social Work Program, a four-year part-time MSW program, an advanced standing MSW program, a Ph.D. program, and a Bachelor of Science in Social Work. The Bachelor of Science in Social Work (BSSW) degree program was implemented in 1971 and was first accredited in 1974. The School also offers several joint programs: an MSW and Master’s in Criminal Justice at the University at Albany, an MSW and Public Health at the University at Albany, an MSW and JD with Albany Law School and an MSW and Bioethics degree with Albany Medical College and Union College.

In keeping with Social Work’s historic and enduring commitments, the mission of the School is to further social and economic justice and to serve people who are vulnerable, marginalized or oppressed. This mission is implemented through education, knowledge development, and service that promotes leadership for evidence-based social work with a global perspective. The Undergraduate Field Handbook deals with undergraduate field instruction.

Field instruction is an important and integral component of the undergraduate learning experience in Social Welfare. It provides an opportunity for students to extend, deepen and integrate knowledge acquired in the classroom and to begin to apply this knowledge in the social agency or organization where the student is placed. It is virtually impossible to become an effective social worker without this opportunity to practice what is learned in the classroom in a supportive, supervised setting. The quality of a student’s field experience has an overriding effect, not only on how much he/she learned about social work practice, but also on the student’s overall experience in the program.

In 2008 the Council on Social Work Education (CSWE) declared field education to be social work’s signature pedagogy. Field is where students can link classroom knowledge to real world application. The combined experience of classroom and field builds generalist practice capabilities which are demonstrated through mastery of the ten CSWE core competencies (Appendix A).
II. AN OVERVIEW OF BACCALAUREATE SOCIAL WORK EDUCATION

The major purposes of social work have been described as (1) enhancement of the problem-solving, coping, and developmental capacities of people; (2) promotion of the effective, just and humane operation of the systems that provide people with resources and services; and (3) connecting people with systems that provide them with resources, services and opportunities.

Program Objectives

The primary goal of the Baccalaureate social work program is to prepare students for entry-level, generalist social work practice at the undergraduate level. A social worker with an undergraduate degree “has the tools to work in various settings with a variety of client groups, addressing a range of personal and social problems and using skills to intervene at practice levels ranging from the individual to the community” (Schatz, Jenkins & Sheafor, 1990). The specific objectives of the undergraduate social welfare program are as follows:

1. To prepare students for entry-level, generalist, social work practice with individuals, families, groups, organizations and communities, that promotes social and economic justice, and a global perspective
2. To serve the educational needs of students interested in human services and provide opportunities for undergraduates to participate in community and public service.
3. To enrich the University’s general education and other undergraduate curricula.

The kinds of problems addressed by Bachelors of Social Work (BSW) practitioners result from a constellation of factors at the micro, mezzo, and macro levels such as dysfunctional family interaction patterns, teachers who misunderstand children’s problems, racism, sexism, homophobia, or inadequate income. BSW practice is therefore conceived as focusing on the following target systems: individuals, families and small groups, organizations and institutions, and neighborhoods and communities.

The social work curriculum consists of five major substantive areas: Practice, Policy, Human Behavior, Research, and Field Education. The courses in each foundation area form a sequence, which includes the knowledge, values, processes, and skills essential to generalist social work practice.

The Practice component of the curriculum attempts to transmit information on the generalist social work helping process: engagement, assessment, intervention, evaluation, and termination. The four courses in the practice sequence provide for the continuous, non-repetitive development of an entry-level generalist practice framework for practice with individuals, families, groups, organizations and communities. In this sequence students develop the skills to intervene on behalf of client systems, which are put into practice through the field practicum.
The **Social Policy and Services** component is focused on the description and development of an analytic framework for consideration of the U.S. Social Welfare system. Building on the liberal arts base and the elementary base in psychology, sociology, social psychology, and political science, the sequence aims to prepare a generalist social worker who: possesses descriptive knowledge of and the ability to critically analyze social welfare policies and services; understands the history of discrimination in the U.S. and the role of social welfare policy in the quest for equality; and who is knowledgeable about the policy making process and social work roles in the policy making process.

The purpose of the **Human Behavior and Social Environment** (HBSE) course is to give students an understanding of 1) the interrelationship of biological, psychological, social and environmental influences on the development of human behavior; and 2) human behavior in a range of social systems including families, groups, organizations and communities. In addition, there is a particular emphasis on “human diversity” content, i.e., knowledge about groups with special needs, such as women, ethnic minorities, the physically-challenged, lesbian, gay, bisexual and transgendered people, the elderly, etc.

Evidence-based practice is emphasized throughout the curriculum with a specific focus on the topic when students take one **Research** course. The baccalaureate curriculum aims to convey to students that generalist practice is evidence-based. We aim to give students: 1) the ability to think critically about scientific evidence; and 2) the ability to use such evidence towards the amelioration of social problems and the improvement of social work practice.

The Role of the **Field Practicum** – It is virtually impossible to become an effective social worker without the opportunity to practice what is learned in the classroom in a supportive, supervised setting. Students and faculty alike often view field work as the “heart” of social work education. The “real-world” is an experiential laboratory where students have the opportunity to apply classroom learning. The quality of a student’s field experience has an overriding effect not only on how much they learn about social work practice, but also on their overall experience of the program.

Given the curricular goal of preparing entry-level generalist practitioners, the field practicum provides students with the opportunity to participate at the micro, mezzo and macro levels of practice. For example, experiences in the field may include dysfunctional family interactions, personal life adjustment, inadequate income, racism, and community based problems. The field practicum is designed so each student receives experiences at the individual, family, group, organization, and community levels. Although it is not necessary for a student to experience all five levels each semester, there is an opportunity to work on some of these levels each semester. A diversity of organizations and social agencies are used for student field placements, ranging from schools, probation departments, residential treatment programs, senior services settings, and small community based nonprofits. One of the major criteria used to select agencies is their ability to provide a “generalist” learning experience for the student, i.e., the opportunity to work at the organizational and community level, as well as with individuals, groups, or families.
One of the most important ingredients for ensuring a high quality field instruction experience is effective communication between the many diverse settings in which students are placed and those at the School of Social Welfare who are charged with overall program responsibility. It is important that each of the parties involved understand what the other is doing and why. Consequently, this brief overview will serve as only the first step in a hopefully productive, mutually satisfying and stimulating interaction between instructors in field settings, classroom settings, and those with programmatic responsibilities.

Definition of Terms used in this handbook:

Field Instruction Agency – The human service organization that has agreed to host student(s) and support an employed social worker while she/he serves in the role of field instructor. In some instances, the field instruction agency will identify a task supervisor and contract with a social worker not employed with the agency to provide required social work supervision and education to students.

Field Instructor – Identified social worker who has a BSW or MSW degree with relevant experience working with a human services organization. The field instructor will be the student’s supervisor and educate/socialize the student on her/his role as a professional social worker.

Field Liaison – Employee of UAlbany who is assigned to work with the field instructor and student, problem solve, collaborate, etc. The field liaison could also be the Assistant Director and Coordinator of Undergraduate Field Education.

Task Supervisor – Typically a non-social worker employed at the field instruction agency who has the most day-to-day contact with student, assigning tasks, etc. A task supervisor supplements, but does not replace a field instructor.

School – represents the School of Social Welfare
III. CRITERIA FOR SELECTION OF AGENCIES AND INSTRUCTORS

In reviewing agencies as potential settings for field instruction, the Field Education Office looks for evidence of commitment to the task of undergraduate social work education. Specifically, selection of agencies is guided by the following:

1) Clearly defined services, whose mission and values are compatible with those of the social work profession and a demonstrated ability to provide quality client care.

2) The availability of a qualified field instructor (someone with a BSW or MSW degree from a CSWE-accredited school of social work and appropriate experience) either on-site, employed by the agency, or affiliated with the site in some way.

3) The willingness of the agency administration to release the field instructor from his/her normal duties for the time necessary to fulfill his/her responsibilities as a field instructor (at least one hour per week per student for individual supervisory conferences, plus time to read students’ written materials and plan educational experiences.)

4) The willingness of the agency to accept the student as a learner whose assignments must be geared to learning rather than to the agency workload.

5) The availability of physical space and technology for meeting with clients, writing reports, telephoning, etc., and the provision of adequate support services to meet learning objectives.

6) The agency’s willingness to allow the student to take part in staff meetings, in-service trainings, interagency conferences, and other such educational opportunities as might arise.

7) The provision of opportunities for students to work with individuals, families, or groups, as well as organizations and the community.

8) The agency fostering a climate conducive to student learning.
**Field Site Selection Process**

Agencies can become connected to the SSW as a potential field placement site in two ways.

**SSW Outreach** – The Coordinator of Undergraduate Field Education, as well as other members of the Field Education office, are responsible for identifying and reaching out to potential field site agencies. This could be through email, phone, or in person.

**Field Instructor/Agency reaching out to SSW** – Social workers in agencies can contact the SSW Field Education Office, or the Coordinator of Undergraduate Field Education to request to be a field site/field instructor. The Director of Field Education approves all field placement sites.
IV. SEMINAR IN FIELD INSTRUCTION

The Seminar in Field Instruction (SIFI) is a required course offered to new field instructors. To ensure the quality of field supervision and the appropriateness of agency staff to supervise students, the Council on Social Work Education requires that field instructors, new to the role, be provided training in field supervision.

The SIFI is offered every year and is comprised of eight 2 ½ hour sessions that meet monthly. To accommodate field instructors’ schedules, the Field Office offers three SIFI sections (including a condensed Saturday session). Field instructors enrolled in a particular SIFI course remain with that section throughout the course cycle. Issues regarding attendance to SIFI should be brought to the attention of the Field Education Office as early as possible.

Upon completion, Field instructors receive a certificate of attendance and are granted permission to supervise students until they request to terminate the arrangement with the School. Because the SIFI course provides up-to-date, relevant information and teaching tools, field instructors have the option of attending future SIFI courses for supervisory skill-building.

Field instructors who have attended a SIFI course (either at the School or another institution) or other comprehensive supervisory training in the past may request to be excused from the SIFI requirement. Decisions about waiving the SIFI requirement are made on a case-by-case basis by the Director of Field Education. Inconvenience with work schedule is not an acceptable reason for requesting to be excused from SIFI. A field instructor’s agreement to accept students infers an endorsement of the teaching standards for Field Instruction designated by the School of Social Welfare.
V. STUDENT ELIGIBILITY AND FIELD PLACEMENT PROCESS

Eligibility
Students must successfully complete RSSW 301, 305, 306 and 322 in order to enter field the fall semester of their senior year.

Students must register and take RSSW 400, 401 and 405 concurrently in the fall semester. In order to progress to RSSW 410 students must pass RSSW 400, 401 and 405, and register for RSSW 406 and 410 in the spring semester.

Some placements require criminal background checks, and/or fingerprinting services. Students should report to the Coordinator of Undergraduate Field Education any legal issues that could impact field work with certain populations. Examples of legal issues include, but are not exclusive to: CPS findings, arrests and/or convictions, pending criminal charges. In the event that there is any question about what constitutes a legal issue, students are urged to contact the Coordinator of Undergraduate Field Education for guidance, instead of deciding not to report. This information may be disclosed directly to the Coordinator of Undergraduate Field Education or indicated on the field application. It is best to notify the Coordinator of Undergraduate Field Education as early as possible to avoid consequences that may result in suspension from field and/or subsequent dismissal from the BSSW program.

Placement Process
Students will be asked to complete an application for field the spring semester of their junior year. They will schedule an interview with the Coordinator of Undergraduate Field Education to discuss their application, field interests, etc. The Coordinator of Undergraduate Field Education will make a determination on the placement match and notify students and field instructors by email. Once students receive information on their placement they will contact the field instructor or assigned contact to set up an interview. Completed interviews are documented on the Field Verification Form which is returned to the Coordinator of Undergraduate Field Education.

Matching Students with Placement Site
Student could be placed with a site that is a great distance from their residential location. When possible, it is advised that students obtain their driver’s licenses and have access to a car for transportation. While some field placements are accessible by the bus line, these placement options are limited.

Changing Placements
Students are expected to complete two consecutive semesters in the same agency. Changing placements is the exception, and only considered after other attempts to enhance communication, clarify learning goals, etc. have not succeeded. Problems/concerns should be communicated to the field liaison as early as possible to obtain support and guidance for the current placement, and what action steps need to be taken. If a change in placement occurs, a plan for completion of hours, and a new learning contact will be required.
VI. **Responsibilities of Field Instruction Agency**

1) The agency is responsible for providing a qualified field instructor whom the agency is willing to release from his/her formal duties for the time necessary to fulfill his/her responsibility as a field instructor. Supervision of students includes a weekly conference to discuss student’s work, attendance at field instruction seminars at the School (for first time field instructors), completion of learning agreements, providing feedback on process recordings, completing field evaluations, and general monitoring of the student’s progress.

2) Opportunities should be sought for students to engage in meaningful experiences which foster learning and are consistent with the field instruction objectives. The agency should permit, when feasible, the occasional use of case records in classroom discussions and assignments, assuming that confidentiality is maintained.

3) The agency must inform the School as soon as possible whenever a change in assignments of field instructors, location, hours, or philosophy of the agency is anticipated.

4) The agency should submit a Request for Students on the UAlbany School of Social Welfare website [http://www.albany.edu/ssw/About/field-survey-form-agency-field-survey-of-learning-opportunities.shtml](http://www.albany.edu/ssw/About/field-survey-form-agency-field-survey-of-learning-opportunities.shtml). The request asks for an outline/overview of the opportunities available within the agency for undergraduate social work students. In addition, the agency should identify any special requirements affecting students (e.g., the necessity of a car, working hours which differ from the usual ones, etc.).

5) All students are required to complete an interview with the field instructor/field agency after being assigned by the Coordinator of Undergraduate Field Education. The field agency has the right to screen students as necessary and communicate concerns regarding any student to the Coordinator of Undergraduate Field Education.

6) Transportation of clients by students in an agency vehicle is determined by the agency. This decision is based on the availability of the agency to cover students under their liability insurance. Students are not allowed to transport clients in their personal vehicles.
VII. RESPONSIBILITIES OF FIELD INSTRUCTOR

Field instruction requires not only knowledge and skill in practice but also a deep interest in social work education. The field instructor should not only be able to demonstrate sound practice but should also be able to consciously explicate the concepts and principles that underlie social work practice. In reviewing potential agency field instructors, the School looks for professional competence, a strong interest in teaching and the potential for competent instruction. The responsibilities are as follows:

1) Field instructors must file with the School of Social Welfare a resume describing their relevant social work training and experience, including their social security number.

2) Field instructors are responsible for reviewing the background of students assigned to them.

3) Field instructors are responsible for selecting cases and other learning experiences appropriate to the student’s level of development.

4) Field instructors must arrange their schedule to provide at least one hour per week of supervision time for each student. Where there are two or more students, group peer supervision may be provided as a supplemental learning tool. Field instructors are responsible for preparing themselves for supervision by reading the student’s process recordings and familiarizing themselves with other aspects of the students’ fieldwork. Field instructors are expected to keep notes on the supervisory conference that can be used in evaluation of the student.

5) The student will normally provide service appropriate to their placement on the days he/she is in placement, typically Tuesdays and Thursdays. Should an emergency arise on the day the student is not in placement, the field instructor must be available to provide back-up service, as necessary and appropriate.

6) Field instructors are expected to gain a general understanding of the School’s curriculum by attending orientations and training meetings conducted by the School. Syllabi, including bibliographies, are available to all field instructors. New field instructors are required to complete the Seminar in Field Instruction during their first year as a field instructor.

7) Field instructors are expected to work with students to develop a learning agreement that outlines expectations and learning expectations/goals for students that align with CSWE Core Competencies (Appendix A).

8) Field instructors will consult as needed with the School’s field liaison regarding the student’s progress.
9) Field instructors are responsible for preparing three written evaluations. Evaluations are available on the School's website (http://www.albany.edu/ssw/About/field-instructors.shtml) and by asking the student. Materials used to evaluate the student should be gathered throughout the semester and should be discussed on an ongoing basis with the student during supervisory sessions.

   a) Scores on the evaluation should never be a surprise, supervisory meetings should include reference to student’s performance in evaluation competency areas
   b) All evaluations must be read and signed by the student and field instructor.
   c) Evaluations form the basis for the student’s grade in field instruction. It is important that the student be kept informed about his/her progress through the year so that the evaluations do not contain unanticipated information.
   d) In the event that the student disagrees with all or part of the evaluation, he/she should identify (in writing) the areas of disagreement and the reasons for disagreement. Please refer to section VIII for further guidance.

10) Field instructors are responsible for informing the field liaison about problems which arise in field instruction, and which cannot be resolved by the instructor directly communicating with the student.

USE OF A TASK SUPERVISOR

Task supervisors can be a supplement, but never a replacement of a field instructor. Task supervisors are used when they have a direct role and/or experience in an area that the field instructor does not. For instance, in some instances the field instructor is the supervisor of a program and staff. A field instructor may assign a student to a case manager who may or may not have a social work degree in order to expose the student to the work. The interaction with a task supervisor can be one time, for special projects, and/or day-to-day oversight.

The field instructor must maintain open communication with task supervisor(s) and continue to provide weekly face-to-face supervision with the student.
VIII. RESPONSIBILITIES OF FIELD LIAISON

(Coordinator of Undergraduate Field Education or designee):

The field liaison is a social worker with years of supervisory experience in social work practice serving as the first contact when challenges emerge in field. The liaison is a resource for students and field instructors throughout the duration of the field placement. The liaison can be consulted on the development and review of performance evaluations, provide guidance on ethical dilemmas or assist in the development of learning agreements. The liaison will contact the field instructor and student a minimum of once per semester, but can be contacted at any time during the field assignment.

The field liaison is also responsible for teaching the fall Field Seminar course, required for all students in field. The field seminar serves to enhance learning for students through comparative practice experiences and integrative coursework/field instruction. Students will attend seven sessions during the fall semester. The course requires attendance to seminar sessions, participation and completion of assignments. Grading for this course is A-E.

Field Liaison Overview

1) Monitoring of students’ field placements to insure the quality of the learning experience and to intervene when problems arise.

2) Teaching the integrative field seminar, including reviewing and grading assignments for the seminar.

3) Monitoring and maintaining a file of students’ field instruction evaluations.

4) Assigning grades in field instruction, after conferring with field instructors. Grades are based upon performance in the field placement, expressed in the student evaluation and rated “Satisfactory” or “Unsatisfactory”. “Satisfactory” means the student has achieved at least the minimal objectives of the course.

5) Educating field instructors and students on 2008 EPAS Core Competencies, emphasizing the link between coursework and field education.
IX. Attendance, Evaluation and Grading in Field Instruction

Attendance

Students are in their field placements on Tuesday and Thursday of each week that the School of Social Welfare is in session. There is a total of 27 eight-hour days in placement scheduled for each semester. A field calendar is provided to each student and field instructor upon placement. The field calendar has taken into consideration University holidays and vacations.

A student who is absent from field instruction in placement for any reason is required to call in to the field agency and inform the supervisor that they will be absent. Students are required to make up any lost time before the semester grade is recorded. The method of student contact should conform to agreed-upon procedures specific to the field instructor/field site. In some settings, such as school systems, vacation periods differ widely from the University vacations, interfering with continuity of both the student’s learning and the client’s treatment. In those situations, students are to make up the required number of days at a time arranged with the field instructor.

Important points to remember:
- Students are not given sick time and must complete the required number of hours for field in each semester.
- Time spent traveling to and from placement is not considered part of the field instruction day.
- Students can count a 30 minute lunch as part of their field hours.

Evaluation

Evaluation is a continuous process and an integral part of the educational program. Students are evaluated on their progress in the following six areas: Student as learner; Development of professional attitudes, values and ethics; Knowledge and skills for agency-based work; Communication skills; Assessment skills and Intervention skills. The skills are applicable to individuals, families, groups, organizations and communities. The written evaluations should summarize details previously discussed in supervisory conferences. Copies of the evaluation forms can be found on the School of Social Welfare website and by asking a student. Please refer to the evaluations in planning the student’s learning experiences.

1) Written evaluations of the student’s performance will be made by the field instructor three times during the academic year to verify the student’s progress in the field course.
2) The evaluation must be discussed with the student by the instructor. Both student and instructor must sign the evaluation. The student’s signature does not indicate agreement with the content. It indicates that he/she has read the evaluation and discussed it with the field instructor. A student who disagrees with all or part of the evaluation may write a rebuttal that will become part of the official record.

3) Field instructors must give the students a copy of their evaluations of performance and progress.

4) The evaluation is sent to the School, reviewed by the field liaison and placed in the student’s file.

5) The first evaluation is a brief summary and assessment of the student’s learning which is due approximately the second week of October. (Please refer to the current Undergraduate Field Calendar for the exact due date.)

6) In evaluations 2 & 3, students receive a summary rating on a continuum from 1 – 5.
   
   a) A summary grade of “Unacceptable” (1) or “Needs Improvement” (2) may only be assigned after a discussion between field instructor and field liaison.
   
   b) When a student’s performance is rated “Unacceptable” or “Needs Improvement” on the 2nd evaluation, the School has the responsibility to meet with the field instructor and student for the purpose of deciding what additional steps, if any, must be taken by the student and/or field instructor to assist the student in improving his/her performance and achieving course objectives.
   
   c) The School will, in conferring with the field instructor and student, examine whether some factor in the placement itself might be an impediment to the student’s learning.
   
   d) If there are sound educational reasons for replacing the student, the student will be placed with a different agency or instructor selected by the School.
   
   e) If the student remains with the agency a plan should be written up by the field liaison in consultation with the Coordinator of Undergraduate Field Education (if different), with copies provided for the student, instructor, Coordinator of Undergraduate Field Education, and the student’s record. The plan shall include date(s) when the student, instructor and School’s designee will meet again to evaluate the student’s progress.
   
   f) At the end of the following semester, the student’s performance will be evaluated by the field instructor. Before assigning the grade, the field liaison may, on her/his initiative, or at the request of the field instructor or student, review the student’s work.

7) At the end of each semester, a student’s performance must be graded “Satisfactory” or “Unsatisfactory”. “Satisfactory” means the student has achieved at least the minimal level of competence as outlined in the evaluation and completed the assignments related to the course.
8) When a student receives a grade of "U" in SSW 400, or a C- or below in SSW 401, and/or 405 he/she may not enroll in SSW 410 Field Instruction II or SSW 406 Social Work Practice IV. However, the student may take SSW 409 Social Policy Analysis and/or other University courses. If a student has failed more than two courses or the same course twice, he/she will be terminated from the program (See Baccalaureate Student Handbook). Passing all courses, including field, is required in order to successfully complete degree requirements.

9) A student may be suspended from field placement when his/her behavior does not meet the criteria set forth in the University at Albany Standards for Social Work Education (Attachment B).

Grading

Students receive grades of Satisfactory, Unsatisfactory or Incomplete for the field placement. The Coordinator of Undergraduate Field Education determines the final grade for field education. The following are all taken into consideration when assigning the final grade: field evaluations, satisfactory completion of field assignments, attendance at field and the recommended grade of the field instructor and field liaison. Please note the scheduling of evaluations. A final grade cannot be assigned until the Coordinator of Undergraduate Field receives a field evaluation signed by the student and field instructor.
X. RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WELFARE UNDERGRADUATE PROGRAM

1) The Coordinator of Undergraduate Field Education will assume responsibility for assigning students to placements, taking into account both agency concerns and student needs and limitations.

2) When assignments have been made, field instructors will be notified by email, which will include the Field Assignment Sheet, student's resume and the field calendar for the upcoming academic year. This email will be sent out prior to student notification.

3) The Coordinator of the Undergraduate field education will inform the student of his/her responsibility to set up an initial interview with his/her field instructor immediately after field assignments have been made.

4) The Coordinator of the Undergraduate field education will provide the field instructor with a Baccalaureate Field Manual (this document), a field calendar, and other pertinent information.

5) The Coordinator of the Undergraduate field education will provide overall coordination of appropriate orientation and training through the Seminar in Field Instruction to enable first time field instructors to provide meaningful learning experiences for students.

6) Responsibility for the assignment of grades for performance in the field instruction placement rests with the field liaison in consultation with the student’s field instructor and Coordinator of Undergraduate Field Education (if different). Such grades will be based on the field instructor’s evaluations (see section VIII).

7) Should it be necessary to make a change in the student’s field placement, both the Coordinator of the Undergraduate field education and the agency will be involved to ensure that the needs of the student, agency, and clients are met.
XI. RESPONSIBILITIES OF THE COORDINATOR OF UNDERGRADUATE FIELD EDUCATION

1) Planning, implementing and directing the overall undergraduate field instruction program.

2) Locating, developing and initiating new field instruction opportunities, and terminating those that fail to meet field instruction needs and requirements.

3) Evaluating the qualifications of field instructors.

4) Assisting in planning and coordinating field institutes with relevant workshops to enable field instructors to provide more meaningful learning experiences for students.

5) Orienting students to the range of available placements and interviewing students to determine appropriate placement.

6) Assigning students to their field placements.

7) Conferring with the Assistant Dean and Director of Field Education and field education team, especially where problems arise.
XII. BASIC LEARNING EXPERIENCES IN THE UNDERGRADUATE FIELD WORK PROGRAM

With the assistance of the School, the field instructor should ensure that the following learning experiences occur:

1) All students should have the opportunity to familiarize themselves with their particular agency role and functions. They should be able to obtain information about the agency’s place in the community, its history, philosophy, mission, and structure. Students should have a sound idea of services provided by the agency and procedures for same.

2) All students should have an opportunity to know the neighborhood. Provisions should be made to involve the student in activities that expand their contacts beyond the confines of agency buildings. Outreach visits, home visits, contact with other agencies, etc., are helpful.

3) All students should have the opportunity to begin to understand the possible constraints of working within an agency structure. Attendance at staff meetings, intra-agency conferences, or board meetings are examples of activities which might be helpful towards this end.

4) Students should receive educational experiences in both micro and macro practice levels. Micro practice should include at least two cases in which student has ongoing contact (at least three meetings) with a particular client system:

**Micro-practice**
- Individual client work – at least two each semester, preferably on an ongoing basis (i.e. 4-5 sessions), and/or
- Family work – e.g. home visits, outreach, etc., and/or
- Group work – either task groups (e.g., an ongoing committee) or therapeutically oriented groups.

**Macro-practice**
- Organizational work – such as attending staff, board of directors, or other meetings; learning about the agency as an organization.
- Community work – e.g. outreach, education, participation in neighborhood and community-wide meetings, etc.
XIII. **STUDENT RESPONSIBILITIES**

The student has primary responsibility for his/her own learning and is expected to actively participate in the formulation and implementation of the field instruction experience. While in the field instruction setting, the student is expected to maintain the ethical standards and practices of the social work profession.

The student is required to complete all assignments associated with field instruction. This includes an expectation that the student spend the equivalent of two workdays per week within the agency context during each of two consecutive academic semesters totaling 216 hours/semester. In addition, the student is required to complete three process recordings, two of which include an evaluation of the process requiring, and a macro project. Details of assignments will be provided in the course syllabus. **Students must keep a copy of all work as back up.**

It is recognized that variations do exist between the academic calendar of the School and the schedule of the agencies. Investment of time in field placement settings should not interrupt the student’s required classroom attendance. If illness or other emergencies require absence from field placement, the student is expected to make up this time. Students may be absent from field practice to attend special social work conferences if arrangements are made with the field instructor and the School.

It is important that the student understands and accepts the importance of planning and tracking his/her time, keeping appointments, maintaining office routine, completing reports and recordings promptly, and maintaining professional demeanor. All of these factors assist the field instructor in preparing for supervisory conferences, developing evaluations, and serve to enrich the student’s educational experiences.

**Use of Supervision**
The student is expected to prepare for and participate in weekly, one-hour conferences with the field instructor. The student is expected to contribute to supervision meetings by articulating learned skills and knowledge of agency operations. The focus of supervisory conferences will be on the student’s learning and application of social work concepts.

In an effort to promote integration of class and field instruction, the student is expected to share course materials and syllabi with the field instructor and relevant content from classroom discussions and experiences, when appropriate. The student is responsible for submitting a learning agreement that details the goals of the placement that align with CSWE Core Competencies and the plan for supervision.

**Use of Agency Materials**
It should be understood that agency methods might not necessarily be identical with those taught in the social work curriculum. The student should take responsibility for bringing to the attention of the field instructor or School personnel any confusion that may exist relative to this. Students may be asked to bring material from the field instruction setting to
the Integrative Field Seminar. There should be a clear understanding between the agency, the student, and the School about the use of such material. The student is expected to obtain approval for use of this information from the field instructor. Material coming from the field experience is used for educational purposes and should be appropriately disguised to maintain confidentiality.

Transportation and Reimbursement
Students should not use their own vehicle to transport clients. Students may however, drive an agency owned vehicle if they have the appropriate license, agency approval, and appropriate insurance coverage.

Some agencies may have multiple sites, or conduct home visits and ask that you use your own vehicle. Mileage reimbursement is not automatic, or required. Be sure to check the agency policy on transportation and mileage reimbursement.
XIV. **PROBLEM RESOLUTION**

On occasion, students encounter problems in the course of field instruction that they feel unable to resolve on their own. These may include such things as feeling as though one is not getting sufficient supervision or is not getting along well with the field instructor; not getting enough cases; getting too many cases, feeling that the agency staff do not act in a professional manner or do not have client's best interests in mind, etc. When problems such as these arise, it is important for students to understand the channels for problem resolution.

There are several possible means by which the student might seek help in resolving these difficulties: 1) the field instructor 2) the field seminar, and 3) the field liaison. When the problem pertains primarily to the field instructor, it is usually desirable to approach him or her directly, although it is recognized that this might be difficult under some circumstances, particularly if the student is unsure whether there really is a problem or being able to articulate the real problem.

The field seminar may provide a good forum for exploration of some perceived problems, and this is in fact one of the objectives of the seminar. The types of concerns which are most appropriate for seminar are those which might also be experienced by, or be of interest to, other students. An example could be feeling that you don't have sufficient knowledge to really help your client, as opposed to concerns about the political affiliations of your field instructor.

Unresolved concerns or problems encountered by both students and field instructors may be addressed to the field liaison.

Hopefully the resolution of such concerns and problems will be addressed at the site or in seminars. Persistent, unresolved issues may call for written documentation and action on the part of the Coordinator of Undergraduate Field or field liaison (if different) in conjunction with the Assistant Dean and Director of Field Education.
XV. **SEXUAL HARASSMENT**

Sexual harassment in the educational setting or workplace is a serious civil rights violation upheld by the University at Albany. Sexual harassment is any unwanted verbal or physical sexual advance or sexually explicit derogatory statements made by someone in the classroom or workplace, which are offensive or which cause the recipient discomfort or humiliation or which interfere with the recipient's education or job performance. It can include: leering at a person's body; verbal harassment or abuse of a sexual nature; unnecessary touching, patting, pinching, or constant brushing against a person's body; subtle pressure for sexual favors; demanding sexual favors accompanied by implied or overt threats concerning one's grades, recommendations, job, performance evaluation, promotion, etc.; physical assault. NOTE: Although the majority of incidents involve a male supervisor, coworker, or instructor harassing a woman, the law also covers women harassing men, women harassing women, and men harassing men.

**A Violation of the Law and University Policy**

Sexual harassment is a violation of the law (Section 703 of Title VII of the Civil Rights Act of 1964). Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment (or education);
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working environment.

(from: Guidelines on Discrimination Because of Sex: EEOC Sec. 1604.11, November 1980)

**What to Do if You Feel You Have Been Subjected to Sexual Harassment**

1. Clearly and firmly demand that it cease immediately.
2. Tell the harasser, in writing if necessary, that you object to this behavior. Describe the specific things that offend you or upset you. Keep a copy of this letter.
3. Keep a diary or log with dates and times of occurrences for documentation.
4. As a student in Field, contact your Field Liaison, Director or Assistant Directors of Field Education immediately.
5. You may contact the Office of Diversity and Inclusion (518) 956-8110. This can be confidential.
6. Contact Public Safety Emergency Number (911) if you were assaulted or raped.
7. Contact University Police at their non-emergency number (518) 442-3130 to provide or obtain information.
XVI. HIV/AIDS AND FIELD EDUCATION: POLICY STATEMENT

Motion: It was moved that the Committee in Field Education (© 1990) adopt the following guidelines regarding HIV/AIDS and procedures relating to the operation of the Field Education program of the School of Social Welfare. These standards have been consistently upheld by the Director of Field Education and remain current.

1. The School of Social Welfare will not exclude agencies that serve clients with HIV/AIDS in its selection process for field placements.

2. Social work graduate and undergraduate students are expected to be willing to serve clients living with HIV/AIDS or who are at high risk for transmission of HIV/AIDS.

3. Students will be expected to maintain the confidentiality of any patient health information pertaining to clients receiving HIV/AIDS services.

4. Students with special interest in working with persons with HIV/AIDS may request such placements. The Field Education Office will actively seek partnerships with agencies that serve clients living with HIV/AIDS or who are at high risk for HIV/AIDS transmission.

5. The School of Social Welfare’s knowledge about the HIV status of students will be kept in the strictest confidence and will not be disclosed for any reason without the students’ written consent.

6. In those situations where agency personnel become aware of a student’s HIV status, this knowledge will have no impact on acceptance or continuation in their field placement.
XVII. **DISABILITY SERVICES**

Students living with a disability may obtain services through the University at Albany's Disability Resource Center. Students requesting accommodations must register with the Disability Resource Center and complete an assessment. Upon request and authorization for release by the student, the Disability Resource Center can notify the Field Office of any needed accommodations regarding Field. The Field Office will work with the Disability Resource Center to try to meet the necessary accommodations.

XVIII. **FIELD PLACEMENT AGREEMENT**

**The School of Social Welfare agrees:**

1) To provide an orientation to social work education in general and to the curriculum of this School in particular for new field instructors.

2) To provide a liaison to the agency. This person is responsible for making contact with the field instructor and student in-person, by phone or via email at least once each semester. The liaison will provide guidance to the field instructor in selection of learning experiences and cases and in the handling of special learning needs or problems when necessary.

3) Prior to the beginning of the field placement, a Field Education Assignment Sheet (containing the student’s name, address, etc.) and a copy of the student’s resume are sent to the field instructor. In addition, the field instructor has access to the student’s record at the School. When there are special educational needs or learning problems, the School will have a conference with the appropriate agency persons regarding the placement and acceptance of a particular student.

4) To send the field instructor material, including syllabi and bibliographies related to the courses which the student is taking, when requested.

5) To accept the responsibility to have a consultant refer the student for indicated help should a serious medical or psychological problem occur.

**The Agency agrees:**

1) To release the staff member designated as field instructor from usual responsibilities to allow sufficient time for field instruction responsibilities. (This is estimated to average out to one-half day per week for one student over the academic year. Included in this estimate is the weekly supervision time with student, preparation for supervision, attendance at the seminar in field instruction (first time instructors only), preparing and writing evaluations and conferences with the School.)

2) To select learning experiences and clients for the student based on their value for the educational needs of the student.

3) The field instructor will have the primary responsibility for selecting learning experiences and instructing and evaluating the student. Other staff members may participate in the educational process and carry secondary responsibility for the instruction.
4) To make available suitable space and working facilities for the student. These will be consistent with those considered necessary for the proper functioning of any staff member.

**The Field Instructor agrees:**

1) To carry the primary responsibility for the instruction of the student.

2) To provide at least one hour of individual instruction per week.

3) To designate a set time each week to meet with the student for the instruction period.

4) To select learning experiences for the student which provide for the application and integration of social work theory and the development of skills.

5) To attend the Seminar in Field Instruction (new field instructors only) and any meetings at the School for field instructors.

6) To communicate with field liaison either in-person, email or phone at least one time per semester and more if needed or requested by field liaison.

7) To write and submit to the School at the proper time those required educational assessments and evaluations.

8) To recommend a grade for the field course.

9) To advise the School of any special educational, physical, or psychological difficulties that arises.

The field instructor will receive a faculty appointment to the State University of New York at Albany. This is a non-salaried, part-time appointment at the rank of Clinical Instructor. For each semester the field instructor supervises a student(s) in field, he/she is eligible to receive a tuition waiver for a 3-credit course at the University at Albany.
XIX. PROCESS RECORDING ASSIGNMENT

The objective of this assignment is for students to learn how to write a process recording and after doing so, to learn to gain perspective on their work with the client by evaluating their work in a structured way. A process recording is a dialogue account of an interview with a client. There is an example of a process recording which students may use as a guide in Appendix C.

Process recordings are to be used as a supervision tool. Field instructors should receive process recordings by the date indicated on the field calendar. Often several readings of the process recording and some reflection will reveal issues not seen at first. Prior to the next supervisory conference the field instructor should provide the student with written comments on his/her work. Comments can then be discussed in the following supervisory session. Students truly appreciate feedback from field instructors on these recordings. Field instructors will find that attention to recording is well rewarded by improvement in performance and appreciation of honest feedback.

Students are required to complete one process recording in the first semester of field and two in the second semester. All process recordings are to be handed in with the field instructor’s comments. Due dates can be found in the Field Calendar.

Process recordings 2 & 3 should have a particular focus determined by the field instructor and student during supervision.

- The focus should be on a particular area where the student may be having difficulty or needing feedback. Some examples are assessment skills, ending a session, group sessions, or two (2) full sessions with the same client to see progress over time.
- The field instructor should record written comments and return it to the student. Comments should be discussed in the following supervisory session.

Process recordings 2 & 3 also have an additional evaluation piece to be completed following the process recording (Appendix D). An electronic copy of the process recording evaluation can be found on Blackboard. This should be attached to the process recording and handed in to the field liaison on the due date listed on the field calendar.
XX. MACRO PROJECT ASSIGNMENT

The macro project is intended to provide you, the student, with an experience of initiating change at a larger systems level. Ideally it should take place in the agency or community beyond the level of working with individuals or small groups. The student and field instructor should mutually agree on the content of the macro project. It should be something that complements the skills you are using in your placement, is helpful to the agency community, and is a learning experience for you. If you know what you will be doing at the time of your learning agreement, you should include it then. If not, you must hand in a macro project proposal to your field liaison at the beginning of the second semester by the date indicated on the field calendar. You should not begin your macro project until it has been approved by your field liaison.

Write up included in the Spring semester Learning Agreement.

Examples of projects in the past have included planning and giving workshops, developing a short video, doing some community organizing, political action, policy work, grant writing, fundraising, developing directories, resource manuals, etc. The amount of time devoted to this project varies widely among settings, and should be determined by field instructor and student, based on its potential merits as compared with other learning assignments. After you have completed your macro project, you must submit a write-up to your liaison by the date indicated on the field calendar.

Macro Project write-up:

• Describe what your goal was for your project (do not go into detail here as it should be in your learning contract or proposal).
• Describe your attempts to meet your goal – go through the process.
• Describe areas of difficulty in meeting your goals and how you attempted to resolve those difficulties.
• Describe the final outcome of your project, to what degree it was successful and what changes you might recommend for someone attempting to do the same in the future at your placement (if applicable).

If the project includes a finished product, a copy should be submitted with the write-up (brochure, info and referral guide, etc.).

If the project included program or group development please include any flyers used for outreach and copies of the curriculum.

The write-up should be no longer than 3 pages.

See field calendar for due date.
APPENDIX A – CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS - 2008

Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. 
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
  • advocate for client access to the services of social work;
  • practice personal reflection and self-correction to assure continual professional development;
  • attend to professional roles and boundaries;
  • demonstrate professional demeanor in behavior, appearance, and communication;
  • engage in career-long learning; and
  • use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
  • recognize and manage personal values in a way that allows professional values to guide practice;
  • make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
  • tolerate ambiguity in resolving ethical conflicts; and
  • apply strategies of ethical reasoning to arrive at principled decisions.
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social
service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)—(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes
and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**

Social workers
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.
Appendix B – Standards for Social Work Education

School of Social Welfare, University at Albany – State University of New York

Introduction
All students are expected to meet and maintain the academic standards established by the School of Social Welfare. The academic standards established by the School of Social Welfare are comprised of expectations regarding both scholastic performance and professional behavior. Students are expected to meet and maintain these standards in the classroom, in field, and in other contexts where the student is acting as a social worker or social work student. Adherence to these standards will be the basis upon which students will be evaluated by faculty, including field instructors, responsible for evaluating student performance in the classroom and field. Meeting the criteria for scholastic performance is necessary but is not the sole measure to ensure continued enrollment in a program. Students must also demonstrate professional competency and an understanding of and a commitment to the values and ethics of the social work profession. Advancement through the program is a privilege, not a right.

The School of Social Welfare evaluates the academic performance of its students in four core areas: Basic Skills Necessary to Acquire Professional Competence; Coping Skills; Professional Performance Skills; and Scholastic Performance.

Criteria for Evaluating Academic Performance

1. Basic Skills Necessary to Attain Professional Competence

Communication Skills
The social work student must demonstrate sufficient written and oral skills to:

- Communicate ideas and feelings clearly, effectively and sensitively with other students, faculty, staff, clients and professionals
- Understand and articulate the content presented in the program and to complete adequately all written and oral assignments
- Demonstrate a willingness and ability to listen to others.

Interpersonal Skills
The social work student must demonstrate interpersonal skills to relate effectively with other students, faculty, staff, clients and professionals. These include flexibility, empathy, nonjudgmental attitude, respect, and the abilities to listen, communicate and negotiate.

Cognitive Skills
The social work student must demonstrate sufficient knowledge of social work and clarity of thinking to process information and apply it to situations in the classroom and field and other professional situations. The student must demonstrate the ability to conceptualize and integrate knowledge and apply that knowledge to social work practice.
Appreciation of Diversity
Social work practice requires understanding, affirmation and respect of another individual's way of life and values. The social work student must demonstrate respect and sensitivity toward other students, faculty, staff, clients and professionals and others who are different from him/herself regardless of the person’s age, class, color, culture, disability, ethnicity, family structure, gender, race, religion, marital status, national origin, sexual orientation, or value system.

2. Coping Skills Necessary for Performance in the Program and Professional Practice
The social work student must demonstrate the capacity to interact positively and effectively with other students, faculty, staff, clients and professionals at all times and to execute sound judgment and performance in the program. The student must demonstrate appropriate coping skills in the face of personal or other circumstances, including seeking counseling or other sources of support and assistance, to ensure that such circumstances do not:
- compromise academic performance;
- interfere with professional judgment and behavior; and
- jeopardize the best interests of those to whom the social work student has a professional responsibility.

3. Professional Performance Skills Necessary for Work with Clients and Professional Practice

Professional Commitment
The social work student must demonstrate a strong commitment to further social and economic justice and to serve persons who are vulnerable, marginalized or oppressed.

Professional Conduct
The social work student must act professionally and responsibly in matters of punctuality, attendance, appearance and presentation of self.

The social work student must be able to advocate for her/himself in an appropriate and responsible manner. The student must be able to receive and accept feedback and supervision and apply such feedback to enhance professional development and self-awareness. The student must demonstrate the capacity to recognize and maintain appropriate personal and professional boundaries and appropriately use self-disclosure.

Self-awareness
Self-awareness is a key component of social work practice. The social work student must be aware of how his or her values, attitudes, beliefs, emotions and past experiences affect his or her thinking, behavior and relationships with other students, faculty, staff, clients and professionals, including those in authority. The student must be able to accurately assess his or her own strengths, limitations, and suitability for professional practice. The
student must be able to examine and appropriately modify his or her behavior when it interferes with his or her professional work.

**Ethical Obligations**
The behavior of the social work student must adhere to the ethical expectations and obligations of professional practice as delineated in the National Association of Social Workers (NASW) Code of Ethics.

4. **Scholastic Performance**  

   **Undergraduate Students**
   Undergraduate social welfare majors must meet the academic standards defined in the Baccalaureate Social Welfare Program Student Handbook and the Field Education Handbook.

   **Graduate Students**
   MSW students must meet the academic standards defined in the Graduate Faculty and Student Handbook and the MSW Field Education Handbook of the School of Social Welfare.
**APPENDIX C – PROCESS RECORDING EXAMPLE**

**Student:** Suzie Student  
**Field Instructor:** Mr. Field  
**Date:** April 18, 2010  
**Process Recording #: 1**

**Scenario (Summarize the discussion – identify the speakers; summarize the purpose of the discussion; location, etc.):** Meeting with 65 year old female client living in a skilled nursing facility. The client has been dealing with depression and regularly reports feeling alone.

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Thoughts/Feelings</th>
<th>Interpretations</th>
<th>Supervisor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have been talking with the client for a while. Apparently, both her kids recently came to visit for Easter and brought their families.</td>
<td>This should have been a celebration.</td>
<td>I know this made her day.</td>
<td>It’s excellent to see how you initially assumed the client’s response to her children’s visit as being positive. However, you later recognized some of the distortions in her thinking that impact her mood. Great observation!</td>
</tr>
<tr>
<td>Client: I had a tough childhood. I didn’t have a mom.</td>
<td>How did we get on this subject? Does she want to talk about her childhood?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Me: Did your mom pass away when you were a child?</td>
<td>Warmth, caring, eliciting information to better understand client’s feelings about family.</td>
<td>Recognizing that family events can trigger unresolved feelings in a person’s life, especially in relation to their family history. I should see where this goes.</td>
<td></td>
</tr>
<tr>
<td>Client: Yeah, when I was 4. Then my father married that witch!</td>
<td>Me: Are you talking about your stepmother?</td>
<td>Client: Yeah, I hated her!</td>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>Me: In what ways did she hurt you?</td>
<td>Client: Ah, she wasn’t all bad. She helped us out, especially when my father lost his job. But, she was trying to take my mom’s place. I never got over that.</td>
<td>Exploring with client her past experiences that may contribute to her mental health in the present.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>She still has a lot of anger about this and cannot keep attention on the recent visit from her children.</td>
<td>Better understand client’s tendency to think negatively about her past and future. She has trouble placing attention on positive events, even present matters. This has happened before and may be contributing to her depression.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indicates client’s difficulty adjusting to change, which may be life-long.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good observation.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D – Evaluation of Process Recording
(Available on the Field Education - Information for Students website:
http://www.albany.edu/ssw/About/field-students.shtml)

Name: __________________________ Date: __________________________

A. **Data.** Identify new information you learned about your client and the main issues brought up by client.

B. **Assessment.** Write your interpretation of what this data means in terms of your overall picture of client (underlying dynamics).

C. **Goals.**

   1) What were the goals in this particular interview?
   2) Did you meet your goals? If not, why not?
   3) Based on your assessment, what are your future goals?

D. **Plan.** Explain how you will meet these goals.

**Practitioner Self-Evaluation**

A. My best work in the interview was:

B. An area for improvement in the interview was:

C. What I learned about myself as a practitioner from the interview was: